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ABSTRACT

Several articles of interest to teachers of English as a second language (ESL) are included. "Education for Citizenship" by A. D. Spicer presents the suggested content of a citizenship education course for newly arrived immigrants, as set forth by the Australian Adult Migrant Education Service. This course covers various aspects of personal development, interpersonal relationships, and social welfare. In "'Let's Discuss It'--A Role-Play Programme," Jane Lockwood describes a program whose general aim is to develop the skills of discussing, arguing, questioning, and persuading by means of realistic language activities. "The Reading Process" by Shirley Martin briefly discusses the various components of literacy. In "Teaching Beginning Reading: An Interview with Virginia French Allen, Part 2," Allen discusses her views on developing vocabulary skills. (JB)

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Vol. 3, No. 3 May 1978

TEFL TESL NEWSLETTER

ED200002

FOR THE INTERCHANGE OF INFORMATION AND IDEAS
ON THE TEACHING OF ENGLISH AS A SECOND
OR FOREIGN LANGUAGE IN AUSTRALIA

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FL 011 914

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EDITORIAL

The usefulness of an analogy is probably limited to its power of illustration. Nevertheless it is tempting to draw a comparison between language teaching and gardening - to compare the role of a language teacher with that of a gardener.

For, while it would be true to say that plant life and language learners alike are capable of growing "wild", we ought not forget that this kind of existence is frequently a very painful struggle fraught with loss and marred by deformity.

What is needed is attention from a knowledgeable overseer. This almost invariably leads to the production of attributes that are acquired with greater rapidity and infinitely greater joy, and are of far more admirable quality.

The precise nature of the environment needed to nurture this development has long been debated. What language teachers have been hearing recently about the relative roles of "form" and "function" is a perennial as old as Aristotle! Yet there are aspects of this controversy that we would do well to ponder: do we want an excessively formal garden, geometrically disciplined, with all pieces trimmed scrupulously to a uniform height of attainment, with all growth kept strenuously in check by the rule of form?

Some gardeners have reacted with great distaste to this preoccupation with form. Completely abandoning the serried rows, they have given nature her head. For want of a bit of formal attention from the gardener, the paths are choked with weeds and rank growth has taken over. A few dismal and bewildered specimens struggle towards the light.

Today as we recognise and free ourselves from an excessive preoccupation with "form", the byword has come to be "function". This trend happily underlines - among other things - the importance of admitting spontaneity to the language classroom. In some quarters,

though, there is an obsession with "authenticity" for its own sake that is every bit as forbidding as a preoccupation with form! If we are not careful, the new freedom could lead to a totally uncontrolled language-learning environment entailing a lot of rank growth and wastefulness.

Maybe the healthiest and most desirable garden is one where, although every specimen is encouraged to grow to its own shape and flourish at its own most comfortable pace, the gardener is never very far away.

The ESL teacher's role is - surely - to "keep an eye on the garden": to order things in such a way, and to such an extent, that the best conditions prevail for the "language flowers" to flourish.

And, to that end, lending system and support, a few stakes and trellisses will still prove their worth.

A FUNNY THING HAPPENED .... TO "FORUM"

Well, we are not quite sure what happened to it! Remember "Forum", which appeared for the first (and only ?!?) time in our October 1977 number? We emphasised, at the time, that your contributions to "Forum" didn't have to be either long or particularly polished. But our mail-bag hasn't exactly bulged since then. We know you are busy. "Forum" is for busy people. May we have your jottings, please?

Copy for "Forum" is always welcome. Material should be forwarded to:

The Editor
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EDUCATION FOR CITIZENSHIP

*A.D. Spicer

PREAMBLE

The Adult Migrant Education Service seeks to provide the migrant with the necessary skills to participate in the society of his choosing. This is achieved principally through English language teaching. Language is the cultural carrier and in the Australian context it is essential for social and cultural appreciation. However, it is true that attention will need to be given to exposing the student to relevant aspects of Australian social institutions. Much of this exposure is being performed within the context of the language lessons.

The untrained observer may be led to comment that there is little evidence of much education being achieved in Australian social and political institutions. Two observations are relevant. Firstly, social education cannot be isolated from language acquisition. Social education is being achieved constantly within the context of the language lessons. To divide social education and language acquisition into separate courses is to create artificial and meaningless learning situations. Secondly, the classroom does not operate within a social vacuum, nor does the migrant obtain information from one source only. Again, the adult learner is a mature person with a developed awareness of society possessing the interpretative skills with the ability to rationalise and engage in appropriate problem-solving behaviour. Consequently, any programme of social education for the adult migrant ought not to be divorced from the acquisition of second language skills.

Teachers are aware of the need to give attention to social education. This paper is an attempt to describe and organise the major components

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* This paper was presented at the National Conference of Advisory Teachers held in Canberra in January 1978. Don Spicer is an Advisory Teacher with Adult Migrant Education Services, N.S.W.

of such teaching arising from the observation of classroom practice. There is a need for assistance to be given to teachers to enable objectives to be clarified and content organised to enable treatment to be meaningful for the student and appropriate for the teacher of English as a Second Language. There is a need for teachers to be aware that this topic requires constant revision as suggested content is basically ephemeral.

Four areas of study have been identified. These concern Personal Development, Interpersonal Relationships, Social Welfare and Social Responsibility. Objectives are stated for each and suggested content is included. It is not envisaged that teachers will require guidance with methodology. It is important, however, that material should be treated in a meaningful context and that teachers should ensure treatment of selected topics from each of the areas of study. Teachers should be encouraged to make use of films, visiting speakers, excursions and literature from Government departments.

A: SYNOPSIS

Aims	Suggested Content
1. Personal Development	
a) To provide the migrant with the ability to provide for his basic life, educative, religious needs. b) To enable the migrant to develop further his personal skills. c) To provide the migrant with the information required to enable him to exist in Australian society as an individual. d) To provide the migrant with the ability to provide for his own self-preservation.	Emergency telephone numbers; Description of the Australian education system; Building societies, accommodation agencies; Banking system; Description of aspects of Australian life likely to endanger the person; swimming, sunburn, sunstroke, insects, poisonous snakes/spiders, hygiene.
2. Interpersonal Relationships	
The adult migrant will require assistance to enable him to participate in Australian society and to communicate effectively with fellow citizens.	Telecom and Australia Post; Transport in Australia; Australian manners and customs; Australian Aborigines.
3. Social Welfare	
a) To ensure the migrant is aware of and appreciates the value and functions of social welfare agencies available in Australia. b) To ensure the migrant is provided with the most updated developments and changes within the Australian agencies.	The Migrant Assistance Directory in NSW provides the teacher with a resource to enable social welfare problems to be referred to agencies promptly and appropriately.

4. Social Responsibility

a) To enable migrants to make a contribution to Australia as a multicultural society. b) To encourage the migrant to behave as a responsible individual in Australian society. c) To lead the migrant to an appreciation of the worth of Australian society.	Protection of the environment; Advice on the nature of bushfires; conservation of resources; the role of the National Parks and Wildlife. Licences; Rates and taxes; Export restrictions; Trespassing; Naturalisation; The police force in Australia; Road safety; Extension: Such topics as electrical fixtures, making a will, lend themselves to classroom treatment. Other areas such as Australian political institutions and trade unions are popular topics with teachers.

B: SUGGESTED CONTENT

1. Personal Development

1.1 Emergency Needs

- Police
- Fire
- Ambulance
- Poison Information Service
- Interpreter Service

Every student must be able to spell name, give address and telephone number clearly.

1.2 Education

Migrants with children and those who wish to continue with their own education will be interested in the educational facilities available in Australia. It should be explained that in each State free, compulsory and secular training is provided by a Department of Education for children at the primary and secondary levels. Additional information should be appropriate to the locality and State.

Advice might be given on the following:

- Facilities for the care and training of pre-school age children. The addresses of kindergartens, creches.
- Compulsory commencement and leaving ages for school children.
- The provision made for children living in remote areas: school bus services, correspondence lessons and school broadcasts. The function of the correspondence school should be explained and its address given.
- Opportunities for specialised training at the tertiary level at institutions such as the university and technical colleges. In some cases this is free, in other cases fees are charged. Many technical colleges provide courses for a very moderate fee.
- Scholarships, entrance requirements for universities and technical college courses, length and cost of courses.

Migrants seeking information about these and other matters should be referred to the appropriate university, technical college or State education department.

- Facilities for adult education provided by municipal libraries, evening colleges, tutorial classes and workers' educational associations. Give addresses.
- Facilities for learning English from the wide variety of courses offered to adult migrants.

1.3 Churches

- Freedom of religion
- Variety of denominations in Australia

Many churches cater for the recreational interests of their congregation. Specific assistance to migrants is also offered by many churches.

1.4 Accommodation

1.4.1 Buying and building houses

Patience and care necessary before buying a house or land. Importance of location in relation to place of employment, school, transport, light, gas and sewerage.

a) Buying

- Placing and answering advertisements
- Interpretation of advertisements
- Function of estate agent
- Importance of solicitor
- Bank valuation and loans
- Nominal deposits
- Real deposit
- Vacant possession
- Building societies

b) Building

- Council regulations
- Stress importance of working through a solicitor to ensure ownership of land.
- Before obtaining permission to build it is necessary to:

- have proof of possession of land; submit plans and specifications to local building authority;
- notify building authority, e.g. the local council, when you intend to start;
- build according to plans only. Alteration to plans must be approved by building authority.

. Electrical fittings and plumbing must be done by a specialist.

1.4.2 Renting houses, flats and rooms

- Newspaper advertisements
- Estate agents
- Advisable to work through a solicitor when renting a house
- Beware of dishonest dealers.

1.4.3 Hotels and motels

- Accommodation sometimes difficult - advisable to book ahead
- Registration formalities negligible, necessary merely to sign the register, giving address
- Meals
- Drinking at bar in lounges. More comfortable - drinks more expensive, often a tip is expected. Drinks paid for as bought, not on departure.
- Hours - bona fide travellers
- Strength of Australian beers and wines in relation to European.

1.4.4 Advertisements

In their search for accommodation and employment, many migrants wish to know how to place and answer advertisements in Australian newspapers. Students should be given information about classification, abbreviations and rates as well as practice in interpreting advertisements and writing replies.

1.5 Banks

Encourage students to make use of the services offered by the banks, in particular in relation to any money or loan transaction they may be considering.

- Strength of Australian banking organisation

  There are few banks in Australia but all have many branches throughout the continent. Setbacks in one part of the country do not undermine the strength of the banks. In addition, there is a close relationship between banks. Banks cannot fail unless the country itself is insolvent. The migrant should be reassured that his money is absolutely safe in the bank.

- Savings banks
  - Function
  - How to open an account
  - Filling in deposit and withdrawal forms
  - Transfer of signature when on holiday
  - Interest

- Current accounts
  - Opening and operating accounts
  - No interest
  - A small charge made by bank for maintaining the account
  - Instructions about writing cheques
  - School bank accounts
  - Bank loans - housing, personal
  - Remittances - local, interstate and overseas
  - Credit cards

1.6.1 Swimming

- Surfing
  - Dangers of undertow, cramp
  - Never swim alone
  - Swim between flags
  - Swim where the mass of people swim
  - Lifesavers - obey them
- River swimming
  - Chief danger - snags
  - Never swim alone and swim with great care if the pool is remote and unfrequented.

- Diving
  - Only dive when the depth is adequate and there are no snags.
- General
  - Allow at least an hour after eating before swimming.
  - Dress and undress in dressing sheds.
- Sharks
  - Leave water when shark alarm is given at ocean beaches.
  - Emphasise danger of swimming in unenclosed waters in harbours and river estuaries.

1.6.2 Sunburn and sunstroke: Sunburn can be prevented. Best to accustom skin to sun's heat by exposing in early summer for short periods each day starting with fifteen minutes and increasing time. Sunburn can lead to severe discomfort - makes work difficult - in extreme cases to severe blistering and illness. Always heed local advice.

Sunstroke: Many Australians do not wear hats in the summer - experience guides judgment. Sunstroke can lead to illness and, in extreme cases, to death. Especially in December, January, February advisable to keep head covered when out of doors. Nape of neck is most vulnerable part.

1.6.3 Hygiene

- Clothing

  Under Australian conditions daily showers and frequent changes of underwear, socks, etc, are necessary. Stress that clothing should be light in summer, especially for children. Migrant mothers tend to over-dress their children in warm weather.

- Cleanliness

  Nothing offends Australians more than departure from habits of personal cleanliness. Cleanliness in person and clothing is essential, should not be mentioned unless nature of class makes desirable. Standards of cleanliness differ among different nationalities. Should be treated tactfully.

1.6.4 Food deterioration: In summer, deterioration rapid if care not taken. Keep meat, fish, butter, eggs, especially, in refrigerator.

1.6.5 Insects

- Ants

  Bites are not harmful, but unpleasant. Avoid bull ants and green-headed ants. Ants are attracted by food and will invade the house if opportunity offers.

  Useful precautions:

  - Keep lids on all containers of food, especially sweet foods, sugar, jam, etc.
  - Keep food cupboards and house generally as clean as possible. Keep lid on rubbish-tin tight.

  Note - Ant killer, obtainable at grocers. Local methods of eradicating ants.

- Mosquitoes
  - Bites are not harmful, but unpleasant
  - Mosquito sprays and repellants
  - Stagnant water and its treatment.
- Flies
  - Keep food covered
  - Keep rubbish covered
  - Keep toilets covered
  - Screen windows and doors
  - Blowflies and fly-blown meat
  - Flies are carriers of disease.
- Spiders and other natural hazards

  Most Australian spiders are comparatively harmless.

  Dangerous types - funnel-web, "trap-door" and red-back. Varieties of funnel-web are confined to eastern Australia.
- Blue-Ringed Octopus

  First-aid treatment as for snake-bite. Immediate medical attention necessary.
- Snakes

  Normally do not deliberately attack but some varieties will do so especially if frightened or disturbed. Avoid walking through long grass if possible. Avoid disturbing fallen

branches of trees, accumulations of timber, rubbish and old boxes. Most active in spring and summer.
Describe method of dealing with snake.
Snake bite highly dangerous. First aid. Immediate medical treatment necessary.

2. Interpersonal Relationships

2.1 Communication

Explanation of the terms "Australia Post" and "Telecom".

2.1.1 Envelopes

- The Australian method of addressing letters (and giving one's address) may differ from that used in some countries. Drills necessary. Post code.
- Script differences can cause confusion, especially, I, T, J and variants of the written form of "r". Advisable to print name and address.
- Titles such as "Dr" and "Rev." are not preceded by "Mr".

2.1.2 Stamps

- Stamps are placed at the top right-hand corner of letter; airmail stickers or the word "Airmail" at the top left-hand corner.
- Denomination and cost of letters by ordinary and airmail within Australasia, British Commonwealth and elsewhere.
- Heavy letters should be weighed to ascertain extra weight and cost of stamps.

2.1.3 Insufficient postage

- Addressee is charged double the difference.
- Parcels will be returned to sender.

2.1.4 Parcel Post

- Rates in Australia, British Commonwealth, elsewhere*

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* Rates and permissible weights are subject to variation, and teachers will be aware of the need to check and update as appropriate.

- Maximum weight permissible, etc. On such matters it is advisable to consult the Post Office Guide or ask at the counter.

2.1.5 Registration

- Registration advisable for letters or parcels containing valuables.
- Cost and procedure.

2.1.6 Telegrams

- Rates, ordinary and urgent
- Telegrams by telephone
- Cables to places overseas - rates.

2.1.7 Telephones

- STD and ISTD
- Procedure with public telephones. How to quote numbers.
- Trunk calls - cost and delay.

2.1.8 Remitting money

- Postal Notes up to $10. Money Order over $10. Useful to record the serial number for checking purposes.
  Note - With Money Orders the paper received at the Post Office is not a receipt but must be sent to the person for whom the money is intended.

2.1.9 Courier service

2.1.10 Parcel rate: Freighting to rail head

2.2 Australian manners and customs

This is a topic which attracts the students' attention and most students welcome discussions on this topic. Some suggested areas for discussion:

- Introductions
- Wedding and engagement rings
- Use of first name
- Sunday

- Tipping
- Children in Australia and discipline
- Meal times and foods.

2.3 Aborigines

- Aborigines are scattered over the whole of the mainland, but the majority are concentrated in northern Western Australia, Queensland and the Northern Territory.
- Emphasise to migrants that they will not meet any "wild blacks". They may meet Aborigines in country towns and these people should be treated with the same consideration accorded to white members of the community.
- Aboriginal culture is not rich in technical sophistication but enjoys a highly organised social order and a rich religious life. It is not correct to dismiss the Aboriginal people as "primitive".
  Advanced classes might be interested to hear something of their culture.
- Aboriginal word borrowings should also be treated.
- Migrants may also be interested to hear that some present-day Aborigines have made names for themselves in art, sport and other fields.
- Aboriginal influence on Australian culture.

2.4 Transport

- The role of the Public Transport Commission
- The presence of private bus companies in the suburbs
- Taxis as a form of public transport
- The organisation of internal air transport in Australia
- The importance of dealing with reputable travel and tourist agencies.

3. Social Welfare

The Migrant Assistance Directory* provides a comprehensive study

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* (In NSW) Certain other States have prepared similar handbooks, e.g., "Migrants Melbourne". - Ed.

of the many agencies, both governmental and private, providing assistance to migrants. Teachers should ensure that referrals to such agencies are made promptly and appropriately.

Teachers need to keep themselves aware of developments in this field.

4. Social Responsibility

4.1 Protection of the environment

4.1.1 Bushfires

Stress, with examples, the fury and the difficulty of stopping bushfires, damage possible, danger from cigarettes, matches, pipes and campfires. The following are some practical suggestions to keep in mind:

- Prevention

  Make certain cigarettes are dead, crush them out with heel. Break matches in half. Never drop cigarettes or matches in grass. Pipes, knock out on cleared ground and crush. Never throw cigarettes, matches from train, car or truck.

- Making a fire

  Never build a fire against trees, logs or scrub. When making a fire clear ground for at least six feet around. Dig a small hole in which to place the fire. Never leave a burning fire. If water available, drench fire with water, turning charred wood over to make sure that embers are thoroughly wet. If no water, cover fire with earth. Fire should not be left until definitely extinguished. Smouldering embers still dangerous. Use permanent fireplaces if available.

- Burning off

  Never burn where there is a wind. In some areas, burning off is not allowed in summer except during certain hours. Total fire bans.

- Burning rubbish

  At certain times of the year it is necessary to notify the Fire Brigade when burning rubbish or fire breaks.

- Fire Brigades

  Some account of their organisation; relate to local circumstances.

4.1.2 Supply and conservation of water

Give some consideration to Australian climate and topography, e.g. a country with few rivers, to explain the need to conserve water.

- Scarcity of water - in some areas a permanent summer-time problem
- Never leave taps running
- Never use more water than is necessary
- Source of local water supply, its reliability and periods of strain
- Water-bags in the country. If carried on vehicle, must not obscure number plate.

4.1.3 Protection of flora and fauna

The role of the National Parks and Wildlife Service

The indiscriminate destruction of native flora and fauna is not accepted in Australia. Protection should be related to the general question of conservation and soil erosion. Migrants should be helped to develop the correct attitude - so necessary in Australia - to the conservation of water, soil, plant and animal life. Migrants in country areas should be warned to limit their attention to eradicating pests such as rabbits, foxes, dingoes and crows.

4.1.4 Picnic and bush-walking

Picnics, bush-walking and camping are popular out-door activities in Australia. Australians, particularly town-dwellers, enjoy a day in the bush where they can cook their food and boil the billy over a camp fire.

The Australian countryside is not ordered like that of Europe. The migrant will be struck by the relative absence of paths and signposts and by the difficulty of recognising landmarks. Similarly, vegetation tends to make all parts of the Australian

bush look alike. It is very easy to get lost and one can wander for days without being found.

Advice to students:

- Picnickers, bush-walkers and campers should inform someone where they are going and include in the party a person who knows the area. Amateurs should keep to the beaten track.
- The sun at 12 noon is in the north, not in the south as in the northern hemisphere. Migrants have missed the right way because of this miscalculation.
- Precautions are necessary against bush-fires, snakes, spiders, ants and flies. (See relevant sections.)
- Avoid picking wildflowers and trespassing on private property when out in the country.
- Give the addresses of youth hostel associations, bush-walking and orienteering clubs, YMCA/YWCA.

4.2 Licences

Licences are required for vehicles, driving, dogs, pistols, guns, hawking, etc. Make inquiries at the local police station.

The law relating to the carrying and use of weapons of various kinds is complex. In many respects, it will be found to vary from State to State. The teacher should investigate and teach from local laws concerning such aspects as: sporting shotguns, .22 and .32 calibre rifles, rifle clubs and military-type weapons and ammunition, concealable firearms, etc.

The carrying of pistols, daggers and knives can be a serious offence. Some migrants may need to have it pointed out that to arm oneself in such a way is also totally unnecessary, since the law provides adequate protection.

Migrants should be warned against the wanton destruction of native animals and birds on shooting parties.

4.3 Rates and taxes

- Income tax
  - An income tax return must be completed at the end of

every financial year. At the appropriate time students could be drilled in the procedure of filling in tax forms correctly.

- Penalties for evasion and false returns.
- Income tax specialists for complicated forms.

Advise your students to keep receipts for which deductions can be claimed, e.g. -

- Union membership fees
- Superannuation
- Subscriptions to life insurance and friendly societies
- Medical, dental, optical, pharmaceutical expenses
- Funeral expenses
- Professional expenses.

- Rates

Rates levied by the local government authority. A convenient point at which to draw attention to the functions of local government and the purposes for which rates are used.

4.4 Export restrictions

Many migrants wish to send parcels to friends and relatives overseas. When in doubt as to the quantity and types of goods they may send they should consult the Post Office.

The following goods may not be exported:

- Drugs
- Gold
- Bank notes

Export licences are required for a number of categories.

4.5 Trespassing

Note - Relate always to local situations.

- Keeping off private property
- Possibility of damage to crops and fences
- Purpose of fences
- Importance of keeping gates shut.

Students should be warned against taking uncontrolled dogs through paddocks where there are sheep.

4.6 Making a will

If a man dies intestate (without a will) his money and property are taken over by the Supreme Court, while letters of administration are applied for, usually by nearest relatives.

If married, his nearest relatives are his wife and children. If unmarried, they are his mother, father, brothers and sisters. The court divides the property - one third to the wife and two-thirds among the children. Upon marriage a new will should be made.

If intestate, legal costs of settling may be high and delay greater as the time and money spent on locating relatives may be considerable. Moreover, the inheritance may not be divided as desired.

The attention of migrants might be drawn to the advantages of making a will, preferably with the aid of a solicitor.

4.7 Naturalisation

- Each migrant seeking naturalisation should consult the Department of Immigration and Ethnic Affairs about requirements.
- Naturalisation can be discussed with the right to vote.
- Registration of aliens
- Change of surname

4.8 Road safety

- Materials are available from the Department of Motor Transport on aspects of road safety
- Driver's licence: How to obtain a driver's licence
- Seat belt regulations
- The role of the NRMA*

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* Or RACV, RACQ, etc, as appropriate.

"LET'S DISCUSS IT" - A Role-Play Programme

*Jane Lockwood

There has been a general shift of emphasis from structuralism in our current courses to something that is much more "needs" based; a trend that is reflected in the implementation of a survival English course for the beginner Lower Intermediate level at the Institute of Languages. The variation of materials for such a course has been relatively straightforward, and the selection dwells on such areas as Shopping; Asking Directions; Going to the Doctor; Knowing Your Legal Rights; Using the Telephone; etc. However, it has been at the Intermediate and Advanced level that we have been trying to develop a variety of challenging day-to-day situations for role-plays. "Let's Discuss It' is a series of role-plays that have the general aim of developing speech in realistic language activities: Discussing, Questioning, Arguing, Persuading and all the other aspects of spoken language. It covers a variety of topics - the list currently standing at:

1. Family Arguments: a. Mother going back to work.
2. Family Arguments: b. An overseas post.
3. Strike!
4. Local Council Meeting.
5. Family Budget Meeting.
6. Job Interview.
7. Car Accident.
8. Holidays.
9. House-Hunting.
10. Talking Politics.
11. Party Patter.
12. Parent-Teacher Meeting.
13. Consumer Affairs - Complaints.
14. Earthquake.

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* Jane Lockwood is an Instructor in EFL at the University of New South Wales Institute of Languages, Sydney.

Each topic is accompanied by a functional list of structures and idioms and is introduced by a tape through which the input of the relevant language is achieved. The student is therefore thoroughly familiarised with the appropriate language before the role-play begins. The methodology is as follows:

METHODOLOGY A (for the Advanced Student)

I. 20 Minutes:

1. Present the situation to the class in the form of some kind of visual and/or reading stimulus. Lexical items may in some way be dealt with here.
2. Present the problem to the class (in skeleton).
3. Divide the class into groups (4-6 students depending on the number needed for the particular role-play). They discuss the situation so as to produce a list of problems and issues to be resolved.

II. 15 Minutes:

1. Distribute role-tag characters. DO NOT - on the role-tags, tell them what attitude they are supposed to be displaying.
2. Each student considers his list of problems and issues in terms of the character and situation he has been assigned. At this stage he/she may have ideas about his/her attitude towards the situation.

III. 20 Minutes: <u>Let's Discuss It</u>: The group reassembles, each with a tag on, to project their roles in the meeting situation. (This may be videoed or recorded.)

IV. 10 Minutes: Each group reports the outcome of its meeting to the rest of the class.

V. Follow-up Work: Can either be assigned as homework, or done immediately after the role-play or at some stage later.

METHODOLOGY B (for the Intermediate Student)

I. 30 Minutes: Language Input: This may be done the day before the role-play. In this segment you will be giving the student the appropriate functional language for the role-play: e.g. In the job interview role-play, the language of Subtle Inquiry and Gentle Persuasion would be employed. The language should be introduced and then practised in a variety of similar situations.

II. 10 Minutes: The following day (1) present the situation to the class in the form of some kind of visual stimulus; (2) present the problem to the class.

III. 15 Minutes: Distribute role-tags, divide the class up according to the roles, and then let them discuss the situation so as to produce a list of problems and issues to be resolved from their collective points of view.

IV. 15 Minutes: Let's Discuss It: The groups reshuffle to form complete discussion groups. They project their roles in the meeting situation.

V. 10 Minutes: The discussion groups then dissolve and the students reassemble in their original role-playing group to report back on decisions.

VI. Follow-up Work: Can be assigned for homework or done immediately or at some later stage in the week.

Most of the units are now fully operational and we would be willing to distribute copies as long as we get some instructive comments in return!

* * * * * *

PLUS ÇA CHANGE ... No. 1

When do you think this was written?

Would you say that the following extracts reflect the methodology of:

. the 70's . the 60's . the 50's . the 40's?

Or could they have been written earlier than that?

The answer is on the last page of this issue.

. The form and content of the language studied should be taken from the world of reality. It follows that words should never be taught unrelated to the concepts for which they stand, since word and concept have no separate existence. Furthermore, no detailed knowledge of the theoretical aspects of the target language is necessary. It is a waste of time to (...) question why a particular construction is necessary. We should simply teach whatever is correct.

. Wherever possible, the subject matter should be familiar. Constant recurrence of the same words dealing with familiar concepts will ensure successful memorisation.

. Plenty of practice is required with a few basic rules that refer only to points of difference between the mother tongue and the target language.

. Although imitation is important we must avoid parrot-like repetition. Simple substitution is better.

* * * * * *

THE READING PROCESS

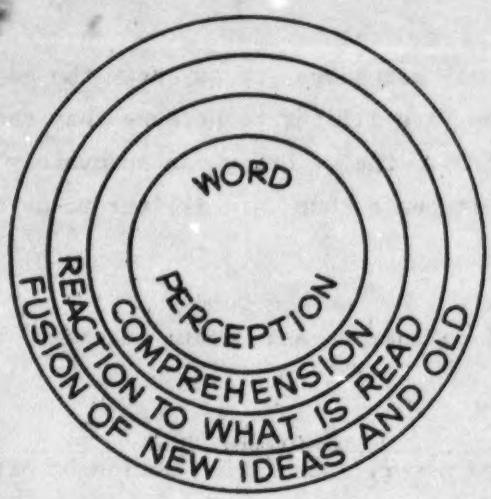
*S. Martin

The reading process is not simply a mechanical skill nor is it even a matter of "barking at print". Reading is an aspect of total language development, a very complicated process. "Reading is a kind of listening with a visual, not auditory input, dependent on the use of symbols." ("Today and Tomorrow", Melnick, A. et al., pp 17/18.)

In 1960 Gray diagrammatically represented the process and elaborated on three levels -

1. ability to read the lines
2. " " " between the lines
3. " " " beyond the lines.

The reading process (ibid, p 61).



Adult Literacy is an area that is receiving a great deal of attention at the moment. Teachers of ESL are aware that much that is being said and written is not necessarily applicable to the students in our classroom.

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* Shirley Martin is Deputy Supervisor of the Adult Migrant Education Service at the Ethnic Education Centre, Victoria, in Melbourne.

For example, the "Ten Commandments" of Literacy stated in the UNESCO publication on Brazil's literacy programme are as follows (Dr R.H. Dave, "Lifelong Education and School Curriculum", UNESCO Institute for Ed., Hamburg, 1973):

"An individual is considered literate when he knows how to:

1. read and write his name and address and the names of the members of his family;
2. write notes, telegrams and receipts;
3. solve simple daily problems;
4. add up the cost of his purchases and check a bill;
5. make change;
6. calculate the time needed for travelling;
7. express himself orally or in writing in an understandable fashion and communicate his ideas;
8. read passages from newspapers, magazines and letters;
9. use telephone and street directories;
10. read and carry out written instructions."

It would be simple but erroneous to say that the majority of students entering our classes are illiterate because they cannot perform the above tasks (in English). The majority can adequately perform all these tasks in their own language but are illiterate or semi-literate in English performance.

Therein lies a great difference and most teachers are instinctively aware of this.

Des Ryan has written a very interesting series of articles obtainable from the Curriculum and Research Branch, Melbourne, entitled "The Reading Process". He considers the whole spectrum of skills needed by the reader. To list some of them briefly:

"1. Basic conventions of where to start and in which direction to proceed.
2. Linguistic experience to relate what he reads to what he knows.

3. Oral and written differences. Pitch and stress facilitate the transmission of meaning in oral language while spelling and punctuation facilitate this in written language.
4. Perception of words in context where they are an integral part of a syntactic pattern.
5. Reading is not predominantly a visual process. The limitations of a reader's memory systems absolutely preclude rapid sequential processing of visual information for meaning if every letter and every word are to be identified."

It is in some of the above areas that the real problem arises for the TESL student. Some of the skills he uses in his own language can be immediately transferred but others have to be re-learnt. The students are faced with the problems of decoding sound, contextual clues and also cultural clues.

In considering the "ten commandments" listed previously one can almost see the outlines of the Priority Course (TEFL/TESL Newsletter Vol. 2, No. 2, Oct. 76). Teachers in devising programs for accelerated courses often feel that they can only touch the tip of the literacy iceberg for some students. This is done by building on students' experiences to provide the social sight vocabulary needed in everyday situations.

For some students this is enough because they are then motivated to continue by themselves or they are satisfied with basic literacy skills in English and deeper understanding in their own language is continued through ethnic newspapers, etc.

"However the problem of illiteracy among Australia's non-English speaking adult migrant population has received little publicity or support. The extent and definition of the problem is obscured by the fact that migrants who do not speak English very well are seldom expected to read and write it and, if they are, failure to do so is attributed to general lack of the English language. It is not uncommon in adult English language classes to discover students who not only cannot read and write English but who are also illiterate in their mother tongue. While this

type of student is by no means in the majority, they do present a problem for teachers as most ESL courses have assumed a degree of literacy for reinforcement of oral work. A problem of almost equal difficulty is presented by students who are literate in a language which uses a non-Latinate script and who are therefore virtually illiterate in an English-speaking society. Students with both first and second language literacy problems have also frequently been included in the enrolment for full-time courses; a situation which is not only difficult for the teaching staff but, more importantly, means that the student is severely handicapped in taking full advantage of what is probably his only opportunity to participate in a subsidised program."

(From an unpublished submission, P. Le Good, AMES, Victoria. "Submission for the introduction of a volunteer tutor scheme for basic second-language literacy.")

It would appear then that the TESL teacher must consider all aspects of the literacy problem. If possible, students should be grouped so that specific skills related to the reading process can be given adequate attention. Research should be done into the differences in learning to read in a second language so that teachers can be given the greatest possible assistance.

"ASIAN LANGUAGE NOTES: SOME LIKELY AREAS OF DIFFICULTY FOR ASIAN LEARNERS OF ENGLISH"

* No. 1: Burmese, Chinese, Khmer, Vietnamese (reprinted January 1978)
* No. 2: Tetum, Portuguese, Japanese (April 1977)
* No. 3: Indonesian/Malay (expected availability: August 1978)

In preparation:

* No. 4: Thai/Lao) expected to be available
* No. 5: Korean) late 1978

Available for teachers' use through the Migrant Education Centre in your Capital City

Produced by the Language Teaching Branch, Commonwealth Department of Education, Canberra

SUGGESTED BOOKLIST FOR LITERACY RESOURCES AME E 1/10

TITLE	AUTHOR	PUBLISHER
A Survival Kit for Writing English	R F Bailey	Longman
BBC Adult Literacy Handbook	Chris Longley	BBC
Composition Through Pictures	J B Heaton	Longman
English Now	A Ioannou A S Papadopoulos (Ed.) D K Swan	Longman
English for Migrants Book I	Lynette Hennington	Lothian Publishing Co.
Frames	K W Moody	London Oxford University Press
Functional Comprehension	Donn Byrne	Longman
Guided Composition Exercises	D H Spencer	Longman
Guided Paragraph Writing	Jupp & Milne	Heinemann Educational Books
Handwriting (Workbook)	John Bright/ Reg Piggott	Cambridge University Press
Handwriting (Teacher's Book)	John Bright	Cambridge University Press
How to Spell, Read and Write	Elsie Smelt	YMCA
Learning to Read and Reading to Learn	Sohan Singh	Hulton Educational Publications Limited, Tehran
Letter Writing for Students of English	L A Hill	Oxford
Practical Letter Writing	Ian Gordon	Heinemann Educational Books Limited
Progressive Picture Composition (Pupils' Book)	Donn Byrne	Longman
Read All About It	Richard Musman	Longman

TITLE	AUTHOR	PUBLISHER
Sound Right	Colin Mortimer	Longman
Spelling (A Phonic Approach)	Christopher Davidson/ Bruce Wicking	International Press and Publications
What's In the News	Geoffrey Land	Longman
Write Now	Ronald Ridout	Longman

* * * * * *

PLUS ÇA CHANGE ... No. 2

Who wrote the following two statements? (We have provided the titles).

(a) "INTERNALISING THE RULES"

"When we speak or write a foreign language, we employ a number of (...) rules which we have never seen formulated, and, what is more, also rules which have never at any time been consciously formulated by any grammarian. The reason why we cannot attain the same confidence in all departments of the foreign language that we feel in our native language is of course partly because the conditions are not so favourable, and partly because our mother-tongue acts as a hindrance on account of the tendency it has to intrude on all occasions and mislead us to construct sentences after its pattern."

(b) "ERRORS MUST BE ALLOWED TO HAPPEN"

"Many exercises can be so arranged that it is scarcely possible for the pupils to make any mistake, and this without becoming less valuable: on the contrary, they will often be the best, for every sentence which a pupil constructs or says correctly confirms good habits of language. But no matter how much one may favour the theory that "Prevention is better than cure", it is not well to be too anxious to prevent mistakes (...). It is of more importance for the pupil to talk at all than to talk correctly. (There is) a Slavic proverb (...) 'Whoever wants to speak well must murder the language'."

Find the answer on the last page of this issue.

TEACHING BEGINNING READING : an Interview with Virginia French Allen

Part 2 : Beyond Sounds and Letters

Reprinted from "English Teaching Forum", Vol. XV, No. 2, April 1977

In Part 1 of this two-part interview, which appeared in our last issue, Dr Allen described some of the sound-spelling relationships that must be learned at the beginning stages of reading in English. In this second part she deals with other aspects of reading at the beginning and intermediate levels: vocabulary expansion, grammatical problems, meaning, and comprehension.

* In the first part of this interview we talked about some of the sound and letter correspondences that a student has to learn in order to read in English and some of the things the teacher can do to help the student learn these more easily. But that's only the beginning, isn't it?

It certainly is. There's a great deal more to learn about reading. The first thing that usually comes to mind is vocabulary. Without a wide range of vocabulary, nobody can read with much comprehension.

* What is a good way to help the student increase his vocabulary?

There are various ways to do this. Most teachers are familiar with the use of pictures and demonstrations in teaching vocabulary, but there are a few other devices that we might mention. In her book "Teaching English Reading to Non-English Speakers", Eleanor Wall Thonis suggests, among other things, developing vocabulary through categories.(1) The teacher might say, for instance, "Now, a table is one kind of furniture; let's see how many other kinds of furniture you can mention." And the students would suggest "a chair", "a bed", "a desk", etc. Another day the teacher could develop the category of clothes: "a hat", "a dress", "a suit", etc. Still another category would be animals. And so on.

* What are some other ways of developing vocabulary, in addition to the use of categories?

Another favorite way is through guessing games. The teacher might say: "In this envelope there's a picture of an animal. Now let's guess. See if you can guess what animal it is." Then the students ask: "Is it a lion?", "Is it a tiger?", and so on. If they don't know the English word but can describe the animal, the teacher tells them the English word for that animal.

Another very common and important way to expand students' vocabulary is through the use of "functional shift".

* How do you use "functional shift" to increase vocabulary?

You can start with a word like "jump", which can be a noun or a verb. If the students have learned the verb, "to jump", you can teach them the noun, "a jump". Similarly, if the students have learned the noun "a puzzle", you can show them that the verb "to puzzle" also exists in English.

* English is rich in these noun-verb pairs, isn't it?

Yes, it is, and so this is a good way to double the mileage, you might say, of the vocabulary words that the students are learning. One of the important things about learning to read, in addition to learning what a word means, is to know how the word fits into the sentence. A student may know a lot of words, but if he doesn't know how those words fit together he cannot read with any understanding.

One thing we can do is to help the students recognize certain suffixes which indicate the part of speech that a word probably is. Here are some words I made up to illustrate how suffixes help us to know what part of speech a word is:

pakudity	flooplike	intuffily
keepdom	nepify	zuntion
zopness		

Even though you don't know the meaning of the first three words, you can tell by the suffixes "-ity", "-dom", and "-ness", that they are very probably nouns, not verbs or adjectives. And, in the same way, you can tell that "flooplike" is an adjective (because of the suffix "-like"), "nepify" is a verb ("-ify"), and "intuffily" an adverb ("-ly").

* Sometimes it's not quite so clear, though, is it?

No. With the word "zuntion", for example, we have a little problem, because although the suffix "-tion" usually signifies a noun, "zuntion" could also be a verb, like the word "mention". But if the student recognizes these endings as suggesting what role a word is playing in the sentence, it does help him with his reading.

* What other grammatical devices or exercises might be helpful in teaching students to read with greater comprehension?

One helpful exercise is to have the students practice making up sentences that are similar to the kinds of sentences they will encounter in their reading. Take, for example, a couple of simple sentences like these: "All cultures change. Some cultures change at a slower rate than others."(2) Now, those sentences might occur in conversation. But the kind of sentence the student is likely to meet in his reading would combine those two ideas, perhaps like this: "While all cultures change, some change at a slower rate than others." If a student has practice in making up such sentences, he should have a better chance of understanding such sentences when he meets them in his reading. For another example, take these two sentences: "Societies often find rifles useful. Societies often do not find rifles useful." Combining them we could say: "Although societies often find rifles useful, they sometimes do not." To give yet another example: "A society can continue to exist if it has a balanced diet. Corn and beans provide a balanced diet." If you put those two sentences together, you might get something like: "A society can continue to exist if it has a balanced diet such as corn and beans."

The teacher can improvise other exercises to help students become familiar with complex syntactic constructions. For example:

1. The teacher may ask the student to read sets of three sentences and decide which two in each set are synonymous. Working with a partner, each student makes his selections and then compares results with those of other teams of students.

2. The teacher may have students work "from deep to surface structure" by putting into complete sentences the information found in classified ads. The various versions can be written on the chalkboard and compared.

3. The teacher can distribute cards, each bearing a sentence copied from a newspaper article. Each student copies his sentence on the board, and the class decides how the sentences should be arranged into a paragraph.

4. The teacher can provide a set of notes for a lecture (on dreams, superstitions, or some other inherently interesting topic) and have the students devise ways of combining the points into various types of sentences. It is at this time, during the process of creating connected discourse, that students can best learn about paragraph construction, and about sequence signals which relate an idea to what has gone before. Familiarity with all these devices can help reduce uncertainty when the students encounter prose on the printed page.

* So the teacher needs to be aware of the difficulties that can be caused by the grammatical constructions even when the vocabulary is very easy?

Yes, the way in which the words (even very easy words) are put together may be a stumbling block for the students. The teacher should give attention to the matter of phrasing, or word groups. For instance, look at this sentence:

Do what you can with what
you have where you
are today.

If we read straight across the first line, we have "Do what you can with what ..." Now, that doesn't mean much. And the last two lines give us "... you have where you/are today." This sentence would be difficult for many students to read - even though the words are very easy - because of the way the sentence is put together. And the spacing certainly doesn't help the student at all in this case. What we need to notice is that in this "written" sentence the spaces between the words are all equal; however, in speaking we would pause after the words "can" and "have": "Do what you can/with what you have/where you are today." In speaking, we pause much longer between some parts of the sentence than between other parts.

* In speaking, the pauses we make after certain words help to establish the meaningful word groups, don't they?

That's right, and the teacher should be aware of the difficulty caused by the absence of such an indication in the written language. In the example we just used, the teacher could help the students by writing the sentence on the blackboard in this fashion:

Do what you can
with what you have
where you are today.

so that the spacing suggests the parts of the sentence that should be separated from each other.

Actually, advertisers are much more clever than educators when it comes to using this principle of spacing. I saw an ad in the newspaper recently in which the spacing of the sentence parts suggested the ideas that went together. It looked like this:

Three years ago today
Jim Thompson vanished
without a trace
in the jungles
of Malaysia.
It is possible
he is still alive?

You see, they have put all the right word groups together, and that makes it much easier to read than most of the things in newspapers or books - even in textbooks for students of English - that are spaced in the usual way. Once a teacher becomes aware of the difficulty that can be caused by the difference in spacing between speech and print, he can see all kinds of traps - hindrances to comprehension - in the printed material. For instance, here is a little article that appeared in the newspaper, and if we look only at the first line we can see how the reader could get a very wrong impression of what the article is all about:

The log fisherman Armond
Beggett of Live Oak, Calif.,
thought he had hooked turned
out to be a 420-pound, nine-
foot, four-inch sturgeon.

It seems to say: "The log fisherman Armond / Beggett of Live Oak, California, / thought he had hooked turned / out to be a 420-pound, / nine-foot, four-inch sturgeon." When you read it, you get stuck in the middle because of the spacing. What it really means, of course, is this: "The log / fisherman Armond Beggett of Live Oak, California, thought he had hooked / turned out to be a 420-pound, nine-foot, four-inch sturgeon." It's not easy to read even then, but at least it's easier than the other way.

* It would be nice if we had books that used the kind of helpful spacing you have been describing, but of course we don't. I'm sure many teachers would say, "But the books I have to use are far from the ideal ones that we hear about." What can we do in such circumstances?

Well, there is something you can do, no matter what material you're using: you can make applications of the cloze procedure.

* We usually think of the cloze procedure in relation to testing. You're saying that it can also be useful for teaching reading?

Yes. Here's a very simple adaptation of the cloze procedure for teaching reading, suggested to me by Professor Ted Plaister of the University of Hawaii. This is what he does: He gives his students a paragraph that he has copied out of a book or a newspaper, but he omits a word here and there at more or less regular intervals. In place of the letters of the omitted word he puts dashes or hyphens. Since each dash represents a letter of the word, the student knows how many letters the word has. If the word begins with a consonant, he also gives that initial consonant as an additional help to the student. Here is a sample:

> Auburn University may soon b- calling on its loyal Florida alumni w--- an unusual request: H--- your alma mater by t----- in a homeless dog.
> Auburn must f--- homes for about eighty d---, ranging from pedigreed animals t- mongrels, before it can r------ an elderly spinster's b------ worth around $10 million to be used f-- research in its school of v--------- medicine.

This is the procedure: The students work in pairs to decide what word belongs in each blank. (In the first paragraph above, the missing words are "be", "with", "help", and "taking"; in the second, they are "find", "dogs", "to", "receive", "bequest", "for", and "veterinary".) They decide what the word should be and which clues helped them to make that decision, and then they discuss their conclusions with the rest of the class. This procedure not only helps to teach vocabulary, but it also reinforces what the students have been learning in the grammar part of their lessons.

* It seems to me this modifies the cloze procedure, as we usually think of it, in three ways: the blanks do not necessarily occur at regular intervals, but are chosen by the teacher according to his own purposes; the number of letters in the word is indicated; and the initial letter of the word is given.

That's right. And sometimes this device also helps to teach vocabulary, because it suggests an idea to the student that he can't express in English because he doesn't know the English word for it. For instance, in the passage just mentioned, "bequest" may be a word unfamiliar to students. In such a case, the student is ready to learn that English word, and it will be particularly meaningful to him.

A week or two after such a passage has been discussed in class, it may reappear as a test; or sentences selected from the passage may be dictated (with better than usual results). As homework, I ask my students to copy from a newspaper a short article of interest to the class. Each then deletes from his chosen article every seventh word, giving the initial letter if it is a consonant, and indicating the number of letters deleted. In class the next day the students exchange passages, and each attempts to replace the words his classmate has deleted. The assignment encourages accurate copying, since no student wishes to incur the wrath of his classmate by depriving him of a needed contextual clue. As an activity for reading instruction, the device is ideal: it teaches vocabulary, it strengthens the student's grasp of syntax and morphology, and it stimulates thinking and encourages intelligent use of context - all in a single exercise that students enjoy.

* What other kind of vocabulary exercises might be helpful?

Here's one that comes from a textbook written for advanced students of English by Baumwoll and Saitz, called "Advanced Reading and Writing".(3) This is a way of showing the derivatives of words.

Complete the following table:

	ADJECTIVE	NOUN	ADVERB	VERB
1.	original	_____	_____	_____
2.	_____	evolution	X	_____
3.	_____	_____	_____	function

For each word you have the categories "Adjective", "Noun", "Verb", and "Adverb". If the adjective "original" is given, you can say to the student, "What noun would be related to 'original'?" And the answer could be "origin" or "originality". For the adverb we would have "originally", and for the verb, "originate". Similarly, if we start with the noun "evolution", we could think of the adjective "evolutionary". Since there is no regularly used adverb form, there is an X in that space. And then, of course, you have the verb "evolve". In the third example the verb is given, and we need the adjective, noun, and adverb forms - respectively, "functional", "function", and "functionally". So this is another way of getting additional mileage out of a vocabulary word: as soon as the students learn a word, they can learn the other members of the family that go along with it.

Such an exercise, incidentally, can improve a student's spelling with respect to vowel letters in unstressed syllables. (A student who misspells "hypocrisy" as "hypocrasy" finds it easier to remember the "i" when "hypocrisy" is associated with "hypocritical".) With regard to reading, however, exercises on derivatives help the student perceive morphophonemic connections and show him how various form classes fit into certain sentence positions.

* This kind of exercise could be used at various levels, couldn't it - at a rather advanced level of language learning as well as at the earlier stages?

Yes, it surely could.

* But isn't the teaching of reading a much more complex matter? Doesn't the teacher have to help the students in many more ways than the few that we have discussed?

Oh, yes, and many other things ought to go on all the time in the learning of reading. For instance, the students may look at a page while the teacher reads it aloud to them, and the teacher, whenever possible, will take a difficult sentence and space it on the blackboard so that the students get in the habit of seeing the sentence boundaries. There are so many things that we don't have time to even mention here. But the most important thing we must mention, and that is getting the students to THINK while they are reading. It has been pointed out - very truly, I believe - that what we bring to the printed page in terms of our own thoughts and experiences is much more important than what is actually written on the page.(4) We have to get the students to think about what they are looking at. And there is one thing that I've found simple and easy to do, no matter what kind of book you are using.

* What is this simple and universally available device?

You can take a paragraph out of the students' book and write it on the blackboard, but slip into that paragraph a sentence that is perfectly correct but which doesn't belong there. For example, see if you can find the sentences I put into the following paragraphs - sentences that shouldn't be there:

THE SUNDAY NEWSPAPER

In the United States, almost everyone reads the Sunday newspaper. In many families, the newspaper is waiting outside the door when the family gets up. New York is the largest city in the United States. The newspaper boy has delivered it.

The Sunday paper is very thick. It has many advertisements, and many different sections. The price of meat is very high these days. The father of the family likes the front page, the editorial page, and the world news section. Although smoking is hazardous to the health, millions of cigarettes are still being sold. Many fathers also read the sports pages and the financial pages.

In the first paragraph, the sentence about New York being the largest city in the United States is a correct sentence, but it should not be in that paragraph. Therefore the student should draw a line through it to show that he was thinking when he read the paragraph, and he knew that sentence didn't belong there.(5) This is very important, because teachers tend to get into the habit of just asking comprehension questions at the end of a paragraph. Students read the paragraph and answer questions about it, but the questions are not very important to them and they don't put much thought into their reading. But if you give them a challenging exercise like "Find the sentence or the two sentences that got into this paragraph by mistake," they may try harder, and so read it with greater comprehension.

As a matter of fact, this thinking business has to go on all through the English course, not just at the various stages of reading.

* Could you tell us about any other reading-related devices that encourage this kind of thinking as an aid to better comprehension?

Here is one such activity: You can describe a very simple situation in which there is some contradiction or conflict that requires thinking to detect. Suppose, for example, that you either show or read the following sentences to the students:

> Sandra and Debbie are twins. They look exactly alike. Sandra is tall and thin. She has a long face. Debbie is short and fat. Her face is very round.

And then you say to the students: "Does all that make sense? What do you think about it? Do you think anybody who makes such statements is a very rational person?" And through discussion you get the students to say, "No, if they're twins and look exactly alike, then it cannot be that Sandra is tall and thin whereas Debbie is short and fat." That's what I mean by encouraging the students to think, because thinking is such an important part of reading.

* These activities you have described are almost like games. You really could call them "thinking games", couldn't you?

Yes, and there are puzzles - puzzle stories - that you can have the students read and think about. If you can't make up puzzle stories yourself, perhaps you could find some already in print. Here is one I found in a very useful little magazine for teachers called "Modern English":(6)

> In the middle of the night, while Mr Jones was asleep in his hotel room, the telephone beside his bed rang. Mr Jones woke up, picked up the phone, and said "Hello". Then he put the phone down and went back to sleep. Can you guess who had telephoned him? You have the students venture various guesses, and they generally say "the manager of the hotel telephoned" or "the man had left a call for somebody to wake him up". But it couldn't really be either of those, because he didn't say anything and since he went right back to sleep it wouldn't have been a very good wake-up call. (Besides, it was the middle of the night.) The answer is that the person who called him was the man in the room next door, and the reason the man telephoned him was that Mr Jones had been snoring, and so disturbing the man. As soon as Mr Jones said "Hello", the man next door realized that he was awake, and that was all that he wanted.

Another story from the same source goes like this:

> A man ran down the street, walked into a bar, and asked for a glass of water. The bartender gave him the water and pointed a gun at him. The man said "Thank you" and walked out of the bar. Why did he do this? (The answer is that the man had hiccups.)

The purpose of using such stories is to get the students to think about what they are reading, and not just to read something because the teacher has told them to read it.

* You have suggested a number of helpful ideas for the reading teacher. Do you have any final thought about this complex topic of teaching reading?

Even though we say we've been talking about the teaching of reading, it would be more accurate to say we've been discussing ways of helping students learn to read. Learning to read is quite different from learning to drive a car or learning to cook a steak. You can teach somebody to drive a car and you can teach somebody to cook a steak, but I'm not sure that you can teach somebody to read.

Perhaps the most one can say about any classroom procedure is that it encourages a student to read, and to put his mind on his reading. I suspect that none of our activities can actually teach reading; teachers can, however, facilitate the process of learning to read. First, they can give the student a working knowledge of grammar and vocabulary and intonation, through oral activities, including both speaking and listening. Second, they can put before the student a graded sequence of well-chosen examples which clarify his perception of the spelling system, the rules of syntactic patterning, punctuation, and semantic range. Third, teachers can ask students the right questions about the material they read, to stimulate the flow of information from the brain to the eye. Fourth, they can show students how to use context clues, how to eliminate alternatives that do not apply. Finally, and above all, teachers can encourage students to practice reading by choosing appealing subject matter, with the challenge of a puzzle or a problem to solve. To do all this is perhaps not to teach reading. But when such help is forthcoming, students learn to read.

REFERENCES

1. Thonis, Eleanor Wall, "Teaching English to Non-English Speakers", New York, Macmillan, 1970.

2. This example and the two that follow are from Dennis Baumwoll and Robert L Saitz, "Advanced Reading and Writing: Exercises in English as a Second Language", New York, Holt Rinehart and

Winston, 1965. Lacking such a text, the teacher can improvise exercises leading to the same goal: greater familiarity with complex syntactic constructions.

3. For bibliographic data, see footnote 2.

4. "The brain - our prior knowledge of the world - contributes more information to reading than the visual symbols on the printed page." - Frank Smith, "Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read", New York, Holt Rinehart and Winston, 1971.

5. The second paragraph of "The Sunday Newspaper" contains two sentences that don't belong to it: "The price of meat is very high these days" and "Although smoking is hazardous to the health, millions of cigarettes are still being sold".

6. "Modern English", Vol. 11, No. 10, 1972, London: International House, 40 Shaftesbury Avenue, London WIV 8HJ.

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PLUS ÇA CHANGE ... Answers to our puzzles

(1) The four extracts are from "The Great Didactic" by John Amos Comenius, and were written in 1630! (The language and the terminology have been modernised.)

(2) (a) p. 117 and (b) p.121,
both from Otto Jespersen, "How to Teach a Foreign Language", London, Allen & Unwin, 1904.